



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2009  
Code: 11811437  
SAU: Windham School Department  
School: Windham Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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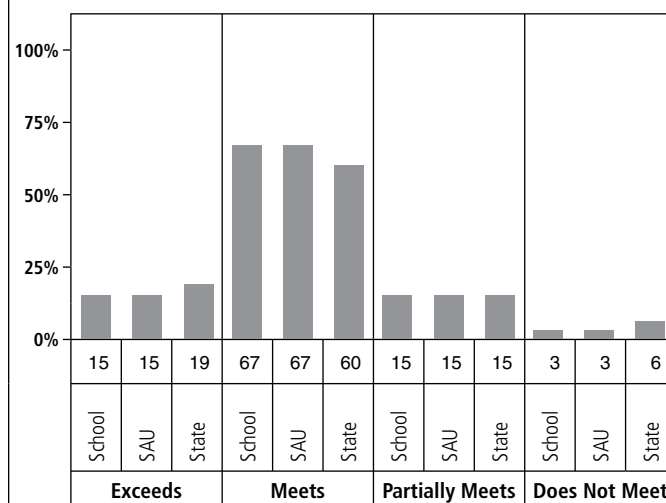
# SUMMARY OF SCORES

Test Date: March 2009  
 Grade: 7  
 SAU: Windham School Department  
 School: Windham Middle School

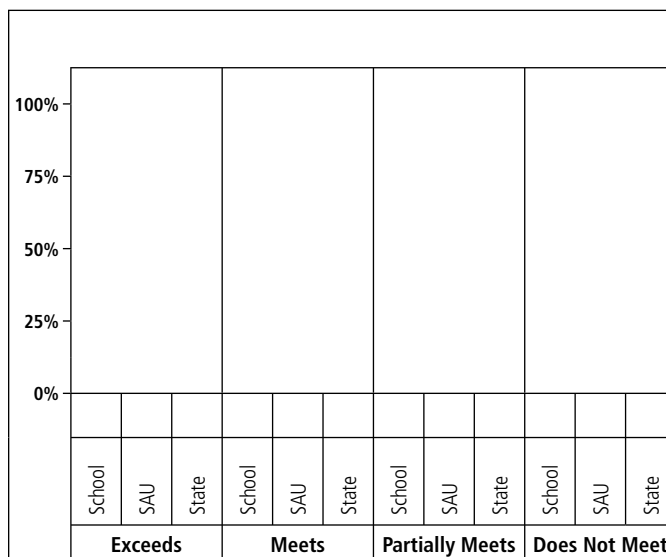
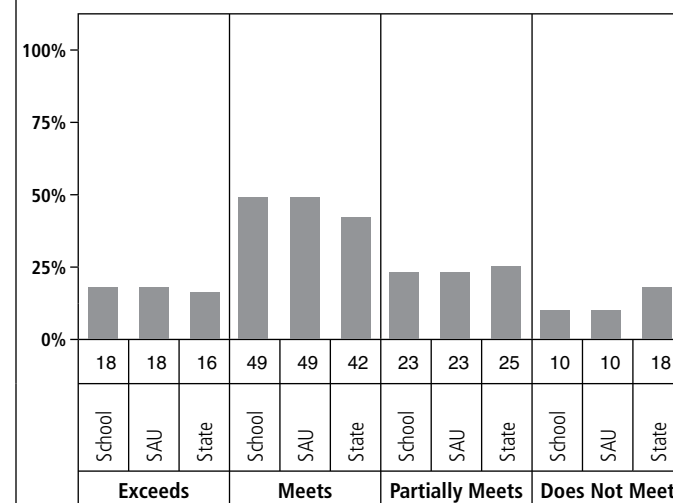
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	749	749	748
2007–2008	750	750	750
<b>2008–2009</b>	<b>751</b>	<b>751</b>	<b>751</b>
Cum. Avg.*	750	750	750
<b>Mathematics</b>			
2006–2007	740	739	742
2007–2008	744	744	743
<b>2008–2009</b>	<b>748</b>	<b>748</b>	<b>745</b>
Cum. Avg.*	744	744	743

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 7  
SAU: Windham School Department  
School: Windham Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading						Mathematics						School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	228	100	228	100	14446	100	224	98	224	98	14316	99	224	98	224	98	14322	99						
<b>Ethnicity</b> African American/Black	6	3	6	3	432	3	5	83	5	83	416	97	5	83	5	83	421	98						
American Indian or Native Alaskan	2	1	2	1	124	1	2	100	2	100	121	98	2	100	2	100	122	99						
Asian or Pacific Islander	2	1	2	1	260	2	2	100	2	100	255	98	2	100	2	100	259	100						
Hispanic	0	0	0	0	147	1	0	0	0	0	144	99	0	0	0	0	144	99						
Caucasian/White	218	96	218	96	13483	93	215	99	215	99	13380	99	215	99	215	99	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	34	15	34	15	2428	17	32	94	32	94	2391	99	32	94	32	94	2391	99						
<b>Current LEP</b>	2	1	2	1	334	2	2	100	2	100	318	95	2	100	2	100	328	98						
<b>Economically disadvantaged</b>	66	29	66	29	5498	38	63	95	63	95	5431	99	63	95	63	95	5436	99						
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	191	84	191	84	11742	81	191	84	191	84	11754	81						
Identified disability (PET/IEP)	2	1	2	1	367	3	2	1	2	1	365	3						
LEP	1	1	1	1	168	1	1	1	1	1	169	1						
504 plan	0	0	0	0	183	2	0	0	0	0	187	2						
<b>Participation with accommodations</b>	29	13	29	13	2367	16	29	13	29	13	2366	16						
Identified disability (PET/IEP)	26	90	26	90	1819	77	26	90	26	90	1824	77						
LEP	1	3	1	3	143	6	1	3	1	3	154	7						
504 plan	1	3	1	3	84	4	1	3	1	3	80	3						
Other	2	7	2	7	358	15	2	7	2	7	346	15						
<b>Participation through alternate assessment (PAAP)</b>	4	2	4	2	205	1	4	2	4	2	202	1						
Identified disability (PET/IEP)	4	100	4	100	205	100	4	100	4	100	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	33	0	0	0	0	0	32	0						
<b>Non-participation – other</b>	4	2	4	2	97	1	4	2	4	2	92	1						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 7  
SAU: Windham School Department  
School: Windham Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	31	14	31	14	2630	18
	2007-2008	27	14	27	14	2604	18
	<b>2008-2009</b>	<b>34</b>	<b>15</b>	<b>34</b>	<b>15</b>	<b>2618</b>	<b>19</b>
	Cum. Total*	92	15	92	15	7852	18
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	133	61	133	61	7605	51
	2007-2008	127	67	127	67	8049	55
	<b>2008-2009</b>	<b>147</b>	<b>67</b>	<b>147</b>	<b>67</b>	<b>8484</b>	<b>60</b>
	Cum. Total*	407	65	407	65	24138	56
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	38	17	39	18	3000	20
	2007-2008	26	14	26	14	2672	18
	<b>2008-2009</b>	<b>32</b>	<b>15</b>	<b>32</b>	<b>15</b>	<b>2108</b>	<b>15</b>
	Cum. Total*	96	15	97	15	7780	18
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	16	7	16	7	1620	11
	2007-2008	9	5	9	5	1190	8
	<b>2008-2009</b>	<b>7</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>899</b>	<b>6</b>
	Cum. Total*	32	5	32	5	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	34.7	62.0	34.7	62.0	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.0	60.0	12.0	60.0	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	22.7	63.1	22.7	63.1	22.6	62.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 7  
 SAU: Windham School Department  
 School: Windham Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	220	34	15	147	67	32	15	7	3	751	220	15	67	15	3	751	14109	19	60	15	6	751
<b>Ethnicity</b>																						
African American/Black	5	2	40	2	40	1	20	0	0	755	5	40	40	20	0	755	409	11	49	22	18	744
American Indian or Native Alaskan	2										2						117	12	53	19	16	746
Asian or Pacific Islander	2										2						253	24	59	11	6	753
Hispanic	0										0						142	14	56	17	13	747
Caucasian/White	211	32	15	141	67	31	15	7	3	751	211	15	67	15	3	751	13188	19	61	15	6	751
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	28	0	0	15	54	9	32	4	14	739	28	0	54	32	14	739	2186	2	36	35	27	737
No	192	34	18	132	69	23	12	3	2	753	192	18	69	12	2	753	11923	22	65	11	3	754
<b>Current LEP</b>																						
Yes	2										2						311	4	41	29	26	739
No	218	34	16	145	67	32	15	7	3	751	218	16	67	15	3	751	13798	19	61	15	6	751
<b>Economically disadvantaged</b>																						
Yes	62	5	8	43	69	11	18	3	5	749	62	8	69	18	5	749	5300	8	58	22	11	746
No	158	29	18	104	66	21	13	4	3	752	158	18	66	13	3	752	8809	25	61	10	4	754
<b>Migrant</b>																						
Yes	0										0						8	13	50	38	0	747
No	220	34	15	147	67	32	15	7	3	751	220	15	67	15	3	751	14101	19	60	15	6	751
<b>Gender</b>																						
Female	101	23	23	64	63	12	12	2	2	754	101	23	63	12	2	754	6993	24	61	11	4	754
Male	119	11	9	83	70	20	17	5	4	749	119	9	70	17	4	749	7116	14	60	18	8	749
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1025	10	53	27	11	745
No	220	34	15	147	67	32	15	7	3	751	220	15	67	15	3	751	13084	19	61	14	6	752
<b>Gifted/talented program</b>																						
Yes	0										0						676	66	33	1	0	766
No	220	34	15	147	67	32	15	7	3	751	220	15	67	15	3	751	13433	16	61	16	7	750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 7  
SAU: Windham School Department  
School: Windham Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	9	0	0	10	53	9	47	0	0	741	9	0	53	47	0	741	7	8	48	25	19	743
B. less than one hour	49	14	13	75	70	14	13	4	4	751	49	13	70	13	4	751	52	17	62	15	6	751
C. one to two hours	36	16	21	52	67	8	10	2	3	754	36	21	67	10	3	754	37	23	61	12	4	753
D. more than two hours	6	4	31	7	54	1	8	1	8	753	6	31	54	8	8	753	4	19	53	18	10	750
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	27	17	29	35	59	6	10	1	2	756	27	29	59	10	2	756	30	33	56	7	4	756
B. good	45	16	16	68	69	11	11	4	4	752	45	16	69	11	4	752	49	16	64	14	5	751
C. fair	24	1	2	36	68	14	26	2	4	746	24	2	68	26	4	746	19	5	59	26	10	745
D. poor	4	0	0	7	88	1	13	0	0	747	4	0	88	13	0	747	3	3	45	32	21	740
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	38	16	19	55	66	10	12	2	2	753	38	19	66	12	2	753	33	24	62	10	3	754
B. They match some of what I have learned.	50	15	14	74	69	16	15	3	3	751	50	14	69	15	3	751	52	18	62	15	5	751
C. They match just a little of what I have learned.	10	2	9	13	59	5	23	2	9	746	10	9	59	23	9	746	11	11	54	23	13	746
D. There is no match.	1	0	0	2	67	1	33	0	0	743	1	0	67	33	0	743	3	6	38	29	27	739
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	25	7	13	36	68	8	15	2	4	749	25	13	68	15	4	749	17	16	55	18	12	748
B. about the same as my regular schoolwork	65	21	15	95	68	20	14	4	3	752	65	15	68	14	3	752	65	19	62	14	5	752
C. easier than my regular schoolwork	10	6	27	12	55	4	18	0	0	756	10	27	55	18	0	756	17	22	60	13	5	752
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	10	2	9	15	68	3	14	2	9	747	10	9	68	14	9	747	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	61	13	10	93	70	22	17	5	4	749	61	10	70	17	4	749	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	29	19	30	37	59	7	11	0	0	758	29	30	59	11	0	758	38	28	60	9	3	756
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	44	14	14	67	69	15	15	1	1	752	44	14	69	15	1	752	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	51	19	17	71	64	15	14	6	5	751	51	17	64	14	5	751	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	5	1	9	8	73	2	18	0	0	750	5	9	73	18	0	750	5	9	51	26	15	744
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	13	11	39	13	46	3	11	1	4	756	13	39	46	11	4	756	21	27	57	11	5	755
B. 20 minutes to an hour	52	18	16	79	70	12	11	4	4	753	52	16	70	11	4	753	45	22	62	12	4	753
C. less than 20 minutes	16	3	9	26	74	4	11	2	6	749	16	9	74	11	6	749	13	13	61	17	8	749
D. I rarely read at home.	20	2	5	28	65	13	30	0	0	746	20	5	65	30	0	746	21	7	59	24	11	746
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	33	0	0	1	100	0	0	0	0	756	33	0	100	0	0	756						
C.	0										0											
D.	67	0	0	2	100	0	0	0	0	751	67	0	100	0	0	751						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 7  
SAU: Windham School Department  
School: Windham Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	24	11	24	11	2142	14
	2007-2008	24	13	24	13	2028	14
	<b>2008-2009</b>	<b>40</b>	<b>18</b>	<b>40</b>	<b>18</b>	<b>2220</b>	<b>16</b>
	Cum. Total*	88	14	88	14	6390	15
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 742–760)	2006-2007	76	35	76	35	5642	38
	2007-2008	82	43	82	43	5703	39
	<b>2008-2009</b>	<b>107</b>	<b>49</b>	<b>107</b>	<b>49</b>	<b>5879</b>	<b>42</b>
	Cum. Total*	265	42	265	42	17224	40
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	72	33	72	33	4077	27
	2007-2008	53	28	53	28	3733	26
	<b>2008-2009</b>	<b>50</b>	<b>23</b>	<b>50</b>	<b>23</b>	<b>3537</b>	<b>25</b>
	Cum. Total*	175	28	175	28	11347	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	46	21	47	21	3001	20
	2007-2008	30	16	30	16	3054	21
	<b>2008-2009</b>	<b>23</b>	<b>10</b>	<b>23</b>	<b>10</b>	<b>2484</b>	<b>18</b>
	Cum. Total*	99	16	100	16	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	31.8	56.8	31.8	56.8	29.9	53.4
<b>A. Number</b>	<b>14</b>	<b>25</b>	7.9	56.4	7.9	56.4	7.7	55.0
<b>B. Data</b>	<b>16</b>	<b>29</b>	9.0	56.3	9.0	56.3	8.1	50.6
<b>C. Geometry</b>	<b>12</b>	<b>21</b>	7.1	59.2	7.1	59.2	6.9	57.5
<b>D. Algebra</b>	<b>14</b>	<b>25</b>	7.8	55.7	7.8	55.7	7.3	52.1

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 7  
 SAU: Windham School Department  
 School: Windham Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	220	40	18	107	49	50	23	23	10	748	220	18	49	23	10	748	14120	16	42	25	18	745
<b>Ethnicity</b>																						
African American/Black	5	1	20	1	20	1	20	2	40	740	5	20	20	20	40	740	416	5	26	28	41	733
American Indian or Native Alaskan	2										2						119	8	30	31	30	737
Asian or Pacific Islander	2										2						258	25	43	19	13	750
Hispanic	0										0						142	8	39	23	30	739
Caucasian/White	211	38	18	103	49	49	23	21	10	748	211	18	49	23	10	748	13185	16	42	25	17	745
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	28	0	0	10	36	8	29	10	36	734	28	0	36	29	36	734	2189	2	17	27	53	728
No	192	40	21	97	51	42	22	13	7	750	192	21	51	22	7	750	11931	18	46	25	11	748
<b>Current LEP</b>																						
Yes	2										2						323	4	20	28	48	729
No	218	40	18	107	49	48	22	23	11	748	218	18	49	22	11	748	13797	16	42	25	17	745
<b>Economically disadvantaged</b>																						
Yes	62	8	13	29	47	18	29	7	11	746	62	13	47	29	11	746	5308	7	35	30	28	738
No	158	32	20	78	49	32	20	16	10	749	158	20	49	20	10	749	8812	21	46	22	11	749
<b>Migrant</b>																						
Yes	0										0						8	0	50	38	13	742
No	220	40	18	107	49	50	23	23	10	748	220	18	49	23	10	748	14112	16	42	25	18	745
<b>Gender</b>																						
Female	101	21	21	46	46	19	19	15	15	748	101	21	46	19	15	748	6992	16	43	25	16	745
Male	119	19	16	61	51	31	26	8	7	748	119	16	51	26	7	748	7128	15	41	25	19	744
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1024	7	26	36	31	736
No	220	40	18	107	49	50	23	23	10	748	220	18	49	23	10	748	13096	16	43	24	17	745
<b>Gifted/talented program</b>																						
Yes	0										0						676	68	29	2	0	767
No	220	40	18	107	49	50	23	23	10	748	220	18	49	23	10	748	13444	13	42	26	18	744

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 7  
SAU: Windham School Department  
School: Windham Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	9	0	0	6	32	10	53	3	16	737	9	0	32	53	16	737	7	6	30	28	36	735
B. less than one hour	49	15	14	60	56	20	19	12	11	748	49	14	56	19	11	748	52	16	42	25	17	745
C. one to two hours	36	20	26	35	45	18	23	5	6	751	36	26	45	23	6	751	37	18	44	24	14	747
D. more than two hours	6	5	38	4	31	2	15	2	15	750	6	38	31	15	15	750	4	15	38	24	22	743
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	27	23	39	27	46	9	15	0	0	759	27	39	46	15	0	759	26	35	43	12	9	754
B. good	45	14	14	51	52	23	23	11	11	746	45	14	52	23	11	746	46	13	48	25	15	745
C. fair	24	3	6	23	44	16	31	10	19	741	24	6	44	31	19	741	23	3	32	37	27	737
D. poor	4	0	0	6	67	2	22	1	11	743	4	0	67	22	11	743	5	1	22	37	40	731
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	28	12	19	31	50	15	24	4	6	749	28	19	50	24	6	749	26	23	43	20	13	749
B. They match some of what I have learned.	53	24	21	59	51	26	22	7	6	750	53	21	51	22	6	750	53	15	45	26	15	746
C. They match just a little of what I have learned.	17	3	8	16	44	8	22	9	25	743	17	8	44	22	25	743	17	9	35	32	24	740
D. There is no match.	2	0	0	1	25	1	25	2	50	728	2	0	25	25	50	728	4	7	21	22	51	730
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	36	4	5	34	44	24	31	16	21	740	36	5	44	31	21	740	37	8	40	29	23	740
B. about the same as my regular schoolwork	50	22	20	60	55	22	20	5	5	751	50	20	55	20	5	751	51	16	44	25	15	746
C. easier than my regular schoolwork	15	14	44	13	41	4	13	1	3	759	15	44	41	13	3	759	12	41	35	13	11	755
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	46	12	12	53	52	26	26	10	10	747	46	12	52	26	10	747	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	50	25	23	51	47	22	20	11	10	749	50	23	47	20	10	749	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	4	3	38	2	25	2	25	1	13	749	4	38	25	25	13	749	5	14	27	25	34	738
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	5	2	18	4	36	3	27	2	18	745	5	18	36	27	18	745	8	8	30	29	33	737
B. 30–45 minutes	27	6	10	32	54	13	22	8	14	744	27	10	54	22	14	744	38	13	40	27	20	743
C. 45–60 minutes	41	19	21	41	46	25	28	5	6	750	41	21	46	28	6	750	42	20	45	23	12	748
D. more than 60 minutes	27	13	22	30	51	9	15	7	12	750	27	22	51	15	12	750	12	16	42	25	17	745
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	35	10	13	39	51	20	26	7	9	747	35	13	51	26	9	747	15	19	38	25	19	745
B. two or three days a week	38	9	11	45	54	19	23	10	12	747	38	11	54	23	12	747	31	18	42	24	16	746
C. two or three times a month	19	11	26	17	40	9	21	5	12	748	19	26	40	21	12	748	26	17	43	24	17	746
D. never or almost never	8	10	59	6	35	1	6	0	0	763	8	59	35	6	0	763	28	11	42	27	19	743
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	10	2	10	11	52	6	29	2	10	745	10	10	52	29	10	745	10	12	39	24	24	741
B. two or three days a week	33	8	11	36	50	15	21	13	18	744	33	11	50	21	18	744	22	13	43	26	18	744
C. two or three times each month	44	18	19	51	53	22	23	5	5	751	44	19	53	23	5	751	33	18	44	25	13	747
D. never or almost never	13	12	43	8	29	6	21	2	7	753	13	43	29	21	7	753	35	16	40	25	19	744
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	33	0	0	1	100	0	0	0	0	754	33	0	100	0	0	754						
C.	0										0											
D.	67	0	0	2	100	0	0	0	0	754	67	0	100	0	0	754						

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N = Number